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ABSTRACT

Designed to accompany a Cross-Cultural Training Workshop for supervisors of limited-English-proficient (LEP) employees, this "train the trainer" manual can be used as a resource for individuals who have some experience as cross-cultural trainers or as an orientation for novices in the area of cross-cultural communication. The workshop is intended to orient supervisors and managers to the differences in communication patterns, including nonverbal signals in different cultures, and to enable them to acquire specific verbal strategies for communicating effectively with LEP individuals. The strategies parallel those taught to participants of an English-as-a-Second-Language (ESL) class, but they also help supervisors work with individuals who are not taking ESL classes. The manual contains an introduction (the pre-assessment process and trainer role) and a training packet which includes: an agenda for a training session at Fairfax (Virginia) Hospital; warm-up activities; individual and group concerns; the adjustment process in a new culture; sound boundaries, blends and deletions, idioms, and slang; comparisons in nonverbal communication; case studies; suggestions for improving intercultural communication; understanding cultural differences; and evaluation and follow-up. Cross-cultural training resources are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Cross-Cultural Training

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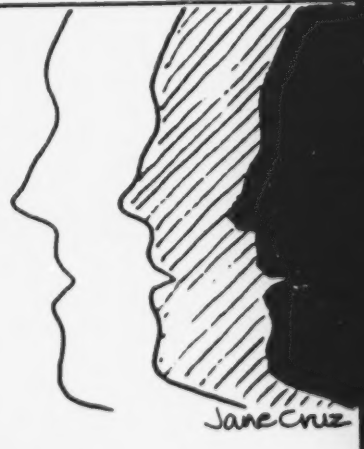

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Fairfax County Public Schools

Adult Education Act Title III, Section 353

A CROSS-CULTURAL TRAINING MANUAL

by

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A CROSS-CULTURAL TRAINING MANUAL

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INTRODUCTION

PART I - THE PRE-ASSESSMENT PROCESS

This Cross-Cultural Training manual is designed to "train the trainers", and to give them resources which can help them train others. It can be used as a resource for individuals who have had some experience as cross-cultural trainers, or as an orientation for novices in the area of cross-cultural communication. Generally, the minimum time for a training workshop would be two hours, but if this proves impossible, a shorter, more general workshop can be given.

The Cross-Cultural Training Workshop is designed for supervisors of limited English proficient (LEP) employees. Department heads and managers of companies with LEP employees will find it worthwhile as well. Providing cross-cultural training to the managers and supervisors, in conjunction with English classes for LEP employees, provides the managers and supervisors with tools to work more effectively with their employees. The two areas of training complement and enhance each other. As a result of the training, the supervisors become more willing to interface with their employees.

The workshop is designed to orient supervisors and managers to the differences in communication patterns including non-verbal signals in different cultures, to enable them to interpret more accurately the non-verbal signals of their foreign-born colleagues and subordinates, and to help them become culturally sensitive about the non-verbal signals they send. Another purpose of the workshop is to enable supervisors to acquire specific verbal strategies for communicating effectively with LEP individuals. These strategies parallel those taught to the participants of the English as a Second Language (ESL) class, but they also help supervisors work with individuals who are not taking ESL classes.

Prior to the actual cross-cultural workshop, the English in the Workplace (EWP) Marketing Representative (or program representative) meets with the Human

Resource or Employee Representative of the business. Generally, these representatives do not have direct contact with the LEP employees. At this meeting, the client is informed of the goals and purposes of the Cross-Cultural Training (CCT).

After the employees have been tested and selected to attend the ESL class, an informal, group pre-assessment session is held with the direct supervisors to prepare them for the workshop. This session should not exceed 15-20 minutes and should prepare the supervisors for the more in-depth training session. If this is not done, experience has shown that the supervisors show up for a two-hour CCT without any prior knowledge of the purpose. This can leave the trainers without a worthwhile segment - the supervisors' input! The areas addressed at the pre-assessment session are not limited to but should include the following:

1. importance of cross-cultural communication
2. sensitivity to each other's culture
3. the culture of specific businesses
4. the idea of "style shifting" (adapting to the culture of the workplace)
5. variations of culture within the business world.
6. how to supervise LEP individuals
7. an overview of topics to be discussed in the two hour CCT

During the informal pre-assessment session, the trainer/trainers ask the supervisors about some specific language and workplace problems experienced by the employees/students in the ESL class. This information is then passed on to the ESL class instructor to assist him/her with lesson preparation. Information is obtained from the business contact about the student/employees' nationality, spoken language, job description, department, language ability to perform a task, and any other problems, general or specific.

Prior to the actual CCT, the business contact is asked to provide information about the following:

1. number of participants planning to attend the workshop
2. the departments they represent
3. their business positions (managers, co-workers, crew-chiefs, etc.)
4. nationality
5. age range
6. educational background - are they literate? (Handouts and vocabulary would be adjusted to meet the educational level of the participants.)
7. pre-conceived notions - "cultural baggage," i.e. biases, stereotyping, prejudices, discriminations (This information may be obtained from the pre-assessment session and/or additional conversations with the Human Resource or Employee Representative)

It is also advisable to confirm with the business contact any requests concerning room requirements and audio and visual equipment, if required. It is the responsibility of the trainer/trainers to provide the participants of the workshop with hands-on cross-cultural materials.

INTRODUCTION

PART II: THE TRAINERS

The Cross-Cultural Training Workshops given by Fairfax County are usually presented by two training specialists. We highly recommend the use of more than one presenter at each workshop. Having more than one presenter allows for more diverse training in that it prevents the participants from listening to the same voice and presentation style for two hours. Different voices, inflections, and senses of humor help keep the workshop moving. Two or more presenters provide differing points of view on topics of discussion (i.e. should the workplace environment be "English-speaking" only..). In addition, each presenter brings with him/her different experiences (in the classroom and in the workplace), knowledge, training, and specific areas of expertise. This helps provide a well-rounded presentation. Each presenter is also able to observe participants while his/her partner is speaking, and to tailor his/her reponses and presentation based on these observations. And finally, one presenter is given a chance to "rest", "re-group," or think about a question asked by a participant, while another presenter speaks. Such respites usually last anywhere from a minute to five minutes. However, a trainer if free to interject any salient comments as needed. We have found this "break time" extremely beneficial when working with active, challenging participants.

If an ESL class is begin given in conjunction with the CCT, the instructor can be invited to the training workshop. This gives him/her an opportunity to meet with supervisors, and to respond to some of their concerns. The instructor and the trainers should coordinate any workshop teacher involvement prior to the actual CCT.

THE TRAINING PACKET

Participants like to leave a workshop with a feeling that they have learned something, but also with written information they can consult in the future. The following are sample handouts given to participants at workshops. It is important to note that each training packet should be developed to meet the specific needs of the participants. That is, each packet should be different in that it should address the ethnic population, intercultural conflicts, and departments, etc. for each workshop population.

A copy of each handout will follow a brief description, or a more in-depth discussion, when needed. Handouts have been adapted from readings, from other presentations at local, state and national conferences, and from materials shared by other trainers. Still others have been written by Fairfax County presenters to reflect the problems discussed in the pre-assessment. Every effort was made to track down authorship of materials. The handouts and packets in this manual are just a few examples of materials trainers might want to have available to them.

THE AGENDA PAGE

We recommend the use of an agenda page (Figure 1) at the beginning of each packet because it helps the participants get a better idea of the topics to be discussed, and it acts as a reminder of issues discussed at the pre-assessment session. It also helps the presenters keep on task by serving as a reminder of what is still left to be covered in the remaining allotted time. For workshops lasting longer than one (1) hour, we recommend allocating a few minutes at a convenient time in the presentation for the participants (and presenters) to take a break. This gives everyone time to stretch, get some coffee, etc. Cross-Cultural workshops are often given at the end of the workday when many participants are fatigued. "Break time" gives them a chance to give their brains a break, too. Many participants are comforted when they see a break listed as part of the agenda.

Figure 1.

Fairfax County Public Schools
Adult Education - ESL
English in the Workplace
Carole S. Doyle
Laura Schanes Romstedt

CROSS-CULTURAL TRAINING

FAIRFAX HOSPITAL

APRIL 1990

I.	Introduction
II.	Individual and Group Concerns
III.	What is Culture? The Adjustment Process in a New Culture
IV.	"Just What Are You Saying?"
V.	Comparisons in Nonverbal Communication

BREAK

VI.	Case Studies
VII.	Suggestions for Improving Intercultural Communication
VIII.	Understanding Cultural Differences
IX.	Evaluation

INTRODUCTION

Before the content material of the workshop is discussed, it is helpful if the participants get to know the presenters. Taking a few minutes to introduce themselves helps the trainers set the stage for a relaxed, non-threatening presentation. This also gives the trainers credibility by giving them the opportunity to tell a little about their professional (and personal, if applicable) background. Participants want to know why <u>those</u> people are going to talk about <u>that</u> topic. They are interested in the trainers' background, experience, and any relevant information which can reassure them that the trainers <u>do</u> know something about the subject matter. We usually have each presenter talk <u>briefly</u> (2 minutes at the most) about himself/herself. The presenters might want to mention at this time that they don't presume to have <u>all</u> the answers, but that they are here today to share what they have learned through the years, working with LEP individuals, and dealing with other businesses.

THE WARM-UP

Warm-Up activities, also called "Ice-Breakers," are used to help the participants relax and focus on the topic at hand. They help participants develop sensitivities to different cultures in a light-hearted way. Such activities are examples of good pedagogy. They involve movement and informal interaction among presenters and participants and provide a sense of community by giving participants an opportunity to get to know each other, and to feel that they are part of the "workshop team."

The "True or False" handout (Figure 2) is beneficial when presentation time is limited. It is short and to the point (The answers to all the handout questions are False). Of course, it is important to follow-up every handout with a discussion. "Find Someone Who..." (Figure 3), is a longer activity that participants seem to enjoy. The object is to have participants walk around the room asking other participants and the presenters if they can answer "YES" to any of the questions. When a person can answer "Yes" - "Yes, my grandmother was from France." (Question #1), his/her name is written in the space provided. The participant then asks <u>another</u> participant a different question. Discourage participants from asking the same people every single question. Participants continue asking other people until the presenters call "Time's Up."

This activity is relatively easy for trainers to produce. Keep in mind that the information should be general so that there is a good chance most of the questions can be answered. We always put in questions that <u>we</u> can answer. For example, one of the presenters knows how to make Sauerbraten (#3); the other can translate Question #5 - It means. "I hope it doesn't rain today." in Portuguese (This sentence was provided by an ESL student.).

This activity works well when one trainer introduces the activity, and then both trainers alternate discussing questions. Trainer #1 might briefly ask

"Who has grandparents who were born in another country?" Participants would call out the names they had written on their papers. Trainer #2 asks about Question #2, Trainer #1 asks about #3, etc. End this activity with a short discussion about the purpose of this handout (to get to know each other, to increase sensitivity to cultural diversity, to show that each of us has our own cultural heritage - different from others).

Figure 2.

TRUE OR FALSE QUIZ

1._____People who are not on time are lazy.

2._____"Do you understand?" is a good way to find out if you are understood.

3._____When someone moves his/her head up and down, it means yes.

4._____All countries in South America speak Spanish.

5._____Body language is the same throughout the world.

6._____Everyone writes from left to right.

7._____Only Chinese use chopsticks.

8._____Most people in Africa speak Swahili.

9._____Stores in every country will exchange items purchased there.

Figure 3.

Find Someone Who.....

1._____has grandparents who were born in another country.

2._____has lived in another country for longer than one year.

3._____knows how to make Sauerbraten.

4._____is trilingual.

5._____can translate, "Eu desejo que nao chova hoje."

6._____has visited Little Italy in Baltimore.

7._____can define American culture.

8._____can dance an ethnic dance.

9._____speaks to a non-native in a louder voice.

10._____comes from a country which considers the male superior.

INDIVIDUAL AND GROUP CONCERNS

After the participants have learned a little about the trainers and had an opportunity to meet other participants, it is time for the presenters to learn more about their audience. Although a great deal of information can be compiled through the pre-assessment process, it is usually not until the actual workshop that the presenters have an opportunity to meet all of the participants. It is important to give the participants a chance to express their feelings about working with LEP individuals. Because of the pre-assessment session, many of the participants are more tuned-in to specific needs, concerns and possible solutions. Issues may arise which had not been discussed or discovered previously.

During this time, participants are allowed to openly air their specific concerns and receive immediate feedback. They often discover that they are not alone in their feelings of frustration, and perhaps learn from their peers how to deal with problems they are having. It is often the case that managers from different departments have little time to "compare notes" and share strategies that work. They find out that the answers they are looking for are sometimes already within their organization.

This activity can be used with or without an accompanying handout. The training specialists act as facilitators, not controllers, during this part of the workshop. They help elicit suggestions from the other participants, and provide suggestions and alternative ways of looking at a problem.

Experience has shown that there are several points to keep in mind if a trainer intends to include this activity as part of a Cross-Cultural workshop. First of all, participants may ask questions which a trainer had planned to address later on in the workshop (questions concerning non-verbal communication, attitudes about time, etc.) We have found that it is more beneficial to address those questions at the time that they are asked, rather than respond, "We'll be getting

to that later." By receiving immediate feedback, the participants see that the trainers are really interested in what they have to say. The participants are "getting something" out of the workshop right from the start, rather than having to wait until "later" to find out answers to questions. Trainers can expand further on those specific questions later on in the presentation.

Second, it is the trainers' responsibility to show sensitivity to the participants. Every effort should be made to avoid embarrassing participants or making them feel ill at ease. The trainers are there to present a topic; we are not there to be judgmental.

Third, this part of the session may last quite a while, but it is well worth the time, as long as the participants get their questions answered. In fact, the "Individual and Group Concerns" may well be one of the more important parts of the training workshop. It gives the trainers an opportunity to sense the "mood" of the that particular workplace environment. And, if this training is done in conjunction with an ESL class, the trainers are able to get a better understanding of the kinds of supervisors with whom the students/employees are working. This information is then passed on to the instructor.

Lastly, only training specialists who feel comfortable dealing with impromptu questions and discussions should include this activity as part of the training. Trainers are taking a risk when they open the floor to the participants. Sometimes participants disagree on methods of resolution. And other times, individuals vent their frustrations quite passionately. Presenters should be prepared to "face the unknown" and deal with an emotional grab-bag.

Here, also, is where having more than one trainers is beneficial. It's hard work facilitating, answering questions, and dealing with difficult personalities. Also, technical questions may arise concerning a specific ethnic group, which is an area of expertise of one of the presenters.

The handout "Some People I Know." (Figure 4) can be used by writing the beginning of each statement on the board or on newsprint. Workshop participants finish each statement with something that concerns them. The trainers then compile a list of responses. This can be done orally with the whole group, or it can be presented as an individual written exercise. After participants complete the handout, the trainers write responses on the newsprint or blackboard for everyone to see. We prefer the written exercise method because it ensures anonymity on the part of the participants. Participants feel less threatened by what others will think when they know their responses are anonymous. Participants are allowed to vent their frustrations without taking what anyone has said personally.

Figure 4.

SOME PEOPLE I KNOW

How do you feel about people who don't speak much English (limited English speaking individuals)?

Finish the following statements with whatever responses come to mind. (You may write down more than one answer to each statement.)

a. They are always....

b. I have a hard time understanding them when they....

c. I wish they would.....

Taken from Cross-Cultural Communication in the Workplace: A Training Handbook. Northwest Educational Cooperative (NEC), 1984.

THE ADJUSTMENT PROCESS IN A NEW CULTURE

The Adjustment Process in a New Culture (Figure 5), is a summary of the different stages an immigrant faces in a new society. Each trainer explains one of the stages, accompanying the explanation with specific examples to explain it more fully. For example, with Stage 1 (Honeymoon Period), the trainer explains that often the newly arrived immigrant sees the United States as " A place filled with milk and honey.." "the streets are paved with gold," "the moon is bigger in the USA." Special attention is given to Stage 4 (Mental Isolation), since most observers concentrate on Stages 1-3 and do not expect the employee to go through Stage 4. The trainer might ask the participants if any them have noticed any of their employees and/or co-workers experiencing one or more of these stages. If so, the trainer would encourage the participants to share their observations and discuss strategies for helping the individual adjust to the "American Way."

The purpose of this exercise is to develop cross-cultural sensitivity. These are stages that all immigrants go through in varying degrees and amounts of time. If the supervisor is aware of these stages, he/she can be more sympathetic and understanding of the LEP individuals around him. The LEP individuals in turn will respond well to this consideration, and workplace morale can improve.

Figure 5.

THE ADJUSTMENT PROCESS IN A NEW CULTURE

1) Honeymoon Period

2) Culture Shock

3) Initial Adjustment

4) Mental Isolation

5) Acceptance and Integration

1. Honeymoon period: excitement of the new and different initially makes people feel elated in a new culture.

2. Culture shock: the individual is immersed in new problems.

3. Initial adjustment: everyday activities and basic needs are no longer major problems.

4. Mental isolation: individuals are often away from family and friends and have not had the time to make new friends.

5. Acceptance and integration: a routine has been established and the new person has begun to accept the habits, customs and characteristics of the people in the new culture.

This information was adapted from Beyond Language, Intercultural Communication for English as a Second Language. Deena R. Levine and Mara B. Adelman. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

JUST WHAT ARE YOU SAYING?

Native speakers of English often have no idea how their speech sounds to LEP individuals. The exercise "Just What Are You Saying" (Figure 6), is brief, easy to understand, and fun to discuss. Participants are given a few minutes to see if they can "translate" the sentences on the page. The trainers ask the participants what each statement means. We recommend that trainers alternate sections: Trainer #1 does Sound Boundaries and Blends and Deletions; Trainer #2 covers Use of Idioms and Use of Slang.

When discussing Sound Boundaries, trainers might want to ask participants to think about how someone usually learns a second language. Remind them that most students learn a language in school, a little each day, with an instructor who speaks very slowly. Then ask the participants to think about how quickly Americans speak. Our words seem to loose all sense of individuality - there are no word boundaries. How difficult it is to understand what someone is saying when they are speaking much more quickly than expected! This is the case with LEP individuals. They hear a sentence, and then they try frantically to "decipher the code," breaking the sentence into any words that sound familiar. So, they would hear "Doya wan napple?", when what the person is asking is, "Do you want an apple." "Are you common ear?" really means, "Are you coming here?" At this point in the presentation, it is wise to point out that we are not expecting participants to change their speech patterns or other ways of speaking. We just want them to be aware how their speech sounds to others.

Blends and Deletions is an interesting section because of the variety of responses elicited from the participants. The trainers would explain that people in the United States seldom speak in complete sentences in informal settings. The grammar rule that every sentence must have a subject and verb is ignored. Only the key words are spoken. Hence, sentences may have three, two or just one word

which can convey a variety of meanings. "Sit to go?" can mean "Are you set to go?" "Are you ready to go." - (or "Are we, is he, are they...set to go."). "School today?" is devoid of any tense boundaries. It could mean "Was there school today, Is there going to be school today, Did you go to school today, Are you going to school today, have you been to school today, etc." And as several participants have pointed out, this sentence could have an entirely different meaning - "Is it cool today?" (was it, will it be, etc...). "Watzyerdress?" translates into, what your address?".

Participants also seem to enjoy discussing idioms. Two Word Verbs can have more than one meaning. "Make-up" can be something a woman puts on her face, something a maid does to a bed, or the emotional structure of an individual. It can also be something two people do after they have a fight, or something invented (to make up a story). In the example on the handout, the expression "make up the time" means to do something in place of something else. For example, an employee was late for work and had to "make up" the time he missed. He had to work the time he missed instead of doing something else he had planned. When an LEP individual hears "look up, " he usually turns his eyes up towards the ceiling. In the context of the sentence in the handout, it means to find out the room number. Hearing "go over", many LEP's will imagine the act of physically moving over an object. The two-word verb meaning implies that at least two people will discuss information of some kind.

Idiomatic phrases are another area of interest to discuss. They are the most difficult part of any language to learn because the meaning behind the words usually has nothing whatsoever to do with the words spoken. LEPs have a particularly difficult time dealing with idioms which use animals or sports terms. They get caught up trying to figure out what a horse's mouth has to do with the discussion at hand. Presenters might want to name a few other idiomatic

expressions (He's out in left field; she's happy as a clam, etc.), and elicit still others from the participants. The point behind all this is that participants should consider whether using a specific idiom is worth the time it might take to explain it later. Trainers can suggest that participants not refrain from using idioms, but rather that they consciously select a few of their "favorites" which can be explained easily. If a participant likes to use a particular saying, then he/she has every right to keep on saying it. He/she should, however, watch for warning signs that might indicate that the LEP does not understand the meaning behind the expression (Repeating back information word-for-word, glassy-eyed stare, smiling and nodding "yes", etc.).

The Use of Slang follows the same guidelines and the idioms. If it is an expression that an individual likes to use and uses often, then there is no reason to stop using it. The individual should make sure that his/her co-workers understand its meaning.

Figure 6.

"JUST WHAT ARE YOU SAYING?"

By examining the output of everyday speech situations, native speakers can learn to clarify or re-phrase the English they use when communicating with non-native speakers. Through "translation" exercises, native speakers can be made explicitly aware of the following sound, grammar, and meaning features of English which hinder the non-native speakers' comprehension.

Sound Boundaries

1. "Doya wan napple?"_____

2. "Are you common ear?"_____

Blends and Deletions

1. "Sit to go?"_____

2. "School today?"_____

3. "Watzyerdress?"_____

Use of Idioms

Two Word Verbs

1. "Can you make up the time?"_____

2. "Look up the room number."_____

3. "Let's go over this together"_____

Phrases

1. Straight from the horse's mouth_____

2. He's got his hands tied_____

Use of Slang

1. "Whatcha got goin' tonight?"_____

2. "Hold the door."_____

3. "Catchya later."_____

COMPARISONS IN NONVERBAL COMMUNICATION

Comparisons in Nonverbal Communication (Figure 7) discusses Gestures. Body Language, and Space. Time and Interpersonal relations. The trainers alternate covering topics and focus on specific one - particularly those relating to the culture of the LEP individuals at the specific business institution. The trainers take care to explain to the participants that one must generalize when presenting a CCT, and each statement may not be typical for all cultures of people mentioned. Specific examples might include:

1. Gestures: the use of nodding to indicate YES by the Japanese - the thumbs-up gesture is offensive to Iranians
2. Body Language: the use of both hands to give something to Koreans.. looking someone in the eye is disrespectful to the Japanese and many other Asians
3. Space: the comfortable distance varies among cultures (An arm's length is a comfortable distance for Americans, while it is customary for people in some Latin American cultures to stand closer.)

   don't tell individual too far in advance about events, meetings, etc.

An exercise to demonstrate confortable distance might be to ask a participant who is American to leave the room. While he/she is gone, ask for a volunteer from a culture with closer proximity boundaries. Ask the volunteer to use his/her cultural boundaries when the American comes back in the room. When the American returns, give the two of them a discussion or role play task, and watch the American retreat across the room as the volunteer moves to his normal (close) proximity. Follow with discussion.

Another option when discussing non-verbal communication is to have a panel composed of non-native speakers of English. The panel members can be students, or fellow employees or managers, depending on the situation. It is quite enjoyable when individuals from four or five different countries "compare notes." Workshop trainers guide the panel through a discussion of gestures, space, time, etc. (Figure 8). Topics can be general in nature or more detailed to fit a particular group. Many of the texts listed in the bibliography will be helpful in this area, particularly Culturally Speaking by Genzel and Cummings.

Figure 7.

COMPARISONS IN NONVERBAL COMMUNICATION

The unconscious body movements and gestures most people take for granted are perhaps the easiest way to "mis-communicate."

I. Gestures

- Waving good-bye is a good way to summon a Filipino.
- The typical thumbs-up gesture is offensive to Iranians.
- The typical A-OK gesture is offensive to many Hispanics.
- Vietnamese beckon someone to come with their palm down.
- Pointing fingers, especially the middle one, is acceptable in Vietnam.
- Head-patting is a gesture of friendliness in the U.S. but is not acceptable in Asia because the head is considered the body's most sacred place reserved for parents and ancestors.
- For Asians, standing with one hand on hip shows power and superiority; for Americans it shows that one is at ease.
- Arabs say "No" by jerking their head up once.
- Vietnamese say "Over there" by jerking their head diagonally.
- When the Japanese say "No" they also nod their head up and down.

II. Body Language

- The left hand is considered unclean in many cultures. Hence, eating with left hand is taboo in many Middle Eastern countries.
- In Korea, an item is handed from one person to another with both hands, and certainly never with the left hand.
- In China, there is no inhibition against staring; most Americans are made uncomfortable by it.
- In Arab cultures, if a woman's glance meets a man's on the street, even for a second, it is taken as an encouragement.
- Arab men often walk hand-in-hand or kiss each other when meeting or leaving, regardless of their sexual preferences.
- Putting one's legs on a table or desk is something acceptable in the U.S. but is considered rude and impolite in Vietnam.
- In Japanese cultures, it is a sign of disrespect to look someone in the eyes.
- In Afghanistan, it is rude to slide an item across a table to someone.

III. Space, Time, and Interpersonal Relations

- comfortable distance between persons differs from culture to culture
- promptness highly valued in U.S. In Latin American countries, if someone is too keen about being prompt, he is considered a status seeker, an apple polisher.
- People are informed of activities with a week's notice at least, (not necessarily so in other cultures. Sometimes minutes is enough.)
- In education, as in play, Americans stress doing and competition. In some cultures, teachers guide the students constantly, and competition is second to group solidarity.

Figure 8.

PANEL DISCUSSION TOPICS

1. Greetings
   a. touching in public
   b. hugging, kissing
   c. bowing

2. Dinner
   a. what time do you arrive
   b. do you bring a gift
   c. do you eat right away

3. Waiting in Line
   a. do you say "excuse me"
   b. do you push
   c. how much space is there between you and the next person

4. Using numbers
   a. how do you order 1 1/2 pounds of cheese
   b. fractions

5. Gestures
   a. "Thumbs Up"
   b. "OK"
   c. pointing
   d. patting head
   e. others...

6. What was the most difficult cultural adjustment you had to make in the US?

7. Questions and Answers

CASE STUDIES

Case studies are a crucial part of a cross-cultural workshop, and they should be included whenever possible. Earlier in this manual, we discussed the importance of tailoring such a presentation to a specific business or department. Case studies are beneficial because they provide examples of actual events or circumstances at a particular institution. A thorough pre-assessment can pinpoint problems and provide ideas for case studies. Presenters can use previously published case studies, or they can adapt those case studies to fit the topic at hand. Another option is for trainers to write their own case studies and adapt those later for use in future training sessions. Good case studies are those that most closely mirror the issues to be discussed at the organization where the workshop is to be held. It is best to use case studies that "work" and adapt them. It also helps when the presenters themselves feel comfortable with the case studies and the discussions which can arise.

Three or four case studies are usually a sufficient number to use in a group situation. Participants can be placed into groups of four or five (depending on the size of the workshop population), with each group asked to concentrate on one case study (they are told which one). After five or ten minutes, depending on the case study, the participants meet back together to discuss each case study. Trainers alternate covering case studies. The trainers read the case study in question aloud before the discussion starts. This is to give the rest of the participants who were working on other studies a chance to hear this case study. They, too, may have something to contribute. Each group gives its interpretation of the problems addressed in the case study, and the trainers act as facilitators, making sure other have a chance to talk, restating what someone has said, keeping participants on task, offering suggestions, etc.

A number of case studies have been included as part of this manual (Figures

9a - 9g). Note that some discuss general issues. while other are quite "business specific" , mentioning departments and occupations. Take care to use fictitious names when mentioning business personnel or clients. Allow sufficient time for the case studies to be discussed thoroughly.

Figure 9a. CASE STUDIES: FAIRFAX HOSPITAL

Read the following case studies and look for areas of miscommunication.

1. Carmen Torres, from El Salvador, came to the hospital for her first pre-natal visit. Carmen had a 9AM appointment, but she didn't arrive until 10:20AM. Because of this, the clinic schedule was disrupted, and she had to wait for two hours to see the doctor. Carmen understood only a little English. Luckily, the volunteer translator was there that day, so Carmen was able to be examined by Doctor Jones. The doctor gave her a bottle of pre-natal vitamins and told her to take one tablet daily. He also told her to bring a translator with her when she came for her next appointment, because the volunteer translator would not be available. The translator relayed everything the doctor said to Carmen, who nodded that she understood. The following month, Carmen arrived 45 minutes late, without a translator, carrying the full bottle of vitamins.

2. Yong Kim, from Korea, took the elevator to the OB/GYN clinic. When she got off the elevator, she saw that the receptionist was not at the desk. Yong Kim coughed in order to let someone know that she was waiting. Not hearing any response, she started to go through the door behind the receptionist's desk. Just then, the receptionist appeared. "Oh, there you are. I thought I heard somebody," she said as she brushed past Yong. Using her index finger, the receptionist beckoned Yong to follow her to her desk. She asked Yong her name, then handed Yong a patient information form with her right hand. Yong Kim was confused. She didn't understand why the receptionist was being so rude. Yong Kim filled out the form and handed it back to the receptionist with both hands. When the receptionist checked the form, she asked, "Isn't Kim your family name?" Yong Kim paused. The receptionist repeated her question, this time in a louder voice. "Isn't Kim your family name? You have your name in the wrong order." "Yes, Kim isn't my family name." Yong said, and smiled to cover her bewilderment.

3. Graciella Valdez, an LPN, has worked for the hospital for 15 years. She was born in Peru, but came to the US when she was a teenager. Although her English is not perfect, she is generally understood by patients and co-workers. In the past few years at the hospital, the number of Hispanic patients and employees with limited English skills has increased. Graciella is very proud of her success in the United States. She values her independence and professional status. She worked hard to get where she is. Graciella feels put down when other English speaking employees speak to her in short, loud sentences. They laugh at her when she reacts angrily. This is beginning to create morale problems among the staff members. (Case Study #3 was adapted from Cross-Cultural Communication in the Workplace. Northwest Educational Cooperative (NEC), 1984.)

a. What is the cross-cultural problem here?

b. How do you feel about what was said or done? Do you agree or disagree?

c. What American cultural value (if any) is reflected here?

d. How would you have handled this situation?

Figure 9b.

CASE STUDIES: MCDONALD'S

Read the following case studies and look for areas of miscommunication.

1. Jose Ramirez, an employee for McDonald's, had been home sick with the flu for a week. When he returned to work, Mike, his supervisor smiled and said, "Jose, my man. We've got a register with your name on it! Welcome back!" Jose did not smile back.

2. Manuel was assigned to clean the milk shake machine. He was to follow the company guidelines. When his supervisor came to check on him a while later, Manuel had deviated from the rules. Frank, the supervisor, was extremely annoyed. He criticized Manuel in front of the rest of the crew. Manuel called in sick for the next two days.

3. Miguel and Maria, cousins, have worked for the company for nine months. Because of their limited English skills, they help each other out speaking in Spanish, and they keep to themselves. Other employees are annoyed by their behavior and have told their manager about it.

   a. What is the cross-cultural conflict here?

   b. To what degree do you agree or disagree with what was said or done?

   c. What non-Anglo cultural value (if any) is reflected here?

   d. What American cultural value (if any) is reflected here?

   e. How would you have handled this situation?

Adapted from BVT Inservice Manual, Lopez-Valadez and Reed, 1988.

Figure 9c.

CASE STUDIES: LANDSCAPING USA

Read the following case studies and look for areas of miscommunication.

1. Jose Ramirez, an employee for a landscaping company, had been home sick with the flu for a week. When he returned to work, Mike, his supervisor smiled and said, "Jose, my man. We've got a mower with your name on it! Welcome back!" Jose did not smile back.

2. Manuel was assigned to plant small bushes in front of an apartment building. He was to follow the landscape designs. When his supervisor came to check on him a few hours later, Manuel had deviated from the plans, putting bushes where flowers were supposed to have gone. Frank, the supervisor, was extremely annoyed. He criticized Manuel in front of the rest of the crew. Manuel called in sick for the next two days.

3. Miguel Perez has worked for the company for a year an a half. At first his boss, Marian, was quite satisfied with Miguel's performance. But gradually she's noticed that Miguel spends so much time helping his co-workers that his own work isn't getting done.

Questions to consider:

a. Does this sound familiar? What happened?

b. What is the communication problem in Case Study #1? Case Study #2? Case Study #3?

Adapted from BVT Inservice Manual, Lopez-Valadez and Reed, 1988.

Figure 9d. FOUR CASE STUDIES

For each case study, answer the questions at the bottom of the page.

1. Jose and Ramon had become good friends shortly after they attended a machine tools class. They were the only two LEP students in the class of 15. Because of their limited English skills, they helped each other out speaking in Spanish, and they kept to themselves. They came to class early, worked through break and always stayed after class to work on their projects. Other students were annoyed by their behavior and told the instructor about it. The instructor then announced to the class that no one is permitted to come to class early or stay beyond class hours.

2. Bounlap, a Laotian student, and his three friends enrolled in a welding course and were doing fine. During a practice session, the instructor noted that Bounlap did not have his safety glasses on. He lost his temper and yelled at Bounlap to get his glasses. The next day the four Laotian students did not show up for class. They all decided to drop out.

3. A vocational instructor observed that although a group of LEP students in her class had been doing fine in hands-on activities, they did poorly on several achievement tests. They were also extremely reserved and refused to speak up in class. She became frustrated and told the students that they should drop her class.

4. As one of the requirements in a vocational education course, students were required to complete a project. After evaluating each student's projects, the instructor was most impressed with Lam's work. As a motivating technique, the instructor showed Lam's work to the entire class while praising him for his exemplary work. The next day, Lam did not come to class.

a. What is the cross-cultural conflict here?

b. How do you feel about the way this situation was handled by the teacher?

c. To what degree do you agree or disagree with what was said or done?

d. What non-Anglo cultural value (if any) is reflected here?

e. What American cultural value (if any) is reflected here?

f. How would you have handled this situation?

Taken from BVT Inservice Manual, Lopez-Valadez and Reed, 1988.

Figure 9e. CASE STUDIES: FADS

For each case study, answer the questions at the bottom of the page.

1. A supervisor observed that although a group of LEP employees in her division had been doing fine in hands-on activities, they did poorly on verbal tasks. They were also extremely reserved and refused to speak up. She became frustrated.

2. Employees were encouraged to increase productivity at work. After evaluating each employee's progress, the supervisor was most impressed with Lam's work. As a motivating technique, the supervisor praised Lam in front of everyone. The next day, Lam did not come to work.

3. Miguel and Maria, cousins, have worked for the company for nine months. Because of their limited English skills, they help each other out speaking in Spanish, and they keep to themselves. Other employees are annoyed by their behavior and have told their manager about it.

a. What is the cross-cultural conflict here?

b. To what degree do you agree or disagree with what was said or done?

c. What non-Anglo cultural value (if any) is reflected here?

d. What American cultural value (if any) is reflected here?

e. How would you have handled this situation?

Taken from BVT Inservice Manual, Lopez-Valadez and Reed, 1988.

Figure 9f.

CASE STUDIES

Adapted from Face to Face: the Cross-Cultural Workbook. Zanger, Newbury House Publishers, 1985.

1. Vu Nguyen, Vietnamese, often visited his local public library to read. One day he found a book he wanted to read at home. So he asked the librarian, "Excuse me, may I borrow this book?" The librarian answered, "Why, of course. Just give me your card." Vu smiled at her and nodded his head. The librarian kept talking. "That book is wonderful. Isn't that author great?" Vu had never read anything by the author. But he smiled and nodded again. Finally, he said, "I would like to borrow this book today. Could you please tell me how to apply for a library card?" The librarian looked confused. "Oh, I thought you said you already had one. I'll give you a temporary card for today. We'll send you your regular card in the mail. It will be about two weeks. Come right this way to fill out the application." The librarian held out her hand, palm up, moving only her index finger to get Vu to follow her. Now Vu was confused. Why was the librarian doing that? He smiled.

Questions:
1. Underline all the words in the case study which describe gestures made by the librarian and by Vu.
2. Why did Vu nod his head?
3. What did the librarian think Vu meant when he nodded his head?
4. Why was Vu confused?

2. John, an American, was invited by his Saudi Arabian neighbor to a party at his apartment. John made a special trip to the neighborhood liquor store to buy a bottle of his favorite white wine for the party. When John got to the party, his host, Mazen, greeted him at the door, put his arm around John's shoulders and said, "Oh, John. I'm so glad you could come." John answered, "How're you doing, Mazen? Looks like a great party. Here, I brought you some of my favorite wine." Mazen took the wine but said nothing about it. Then he said, "I'd like you to meet my sister who came from Riad, my city, just two days ago." John reached out to shake Mazen's sister's hand, but she just stood there, and stopped smiling. John decided that she was probably shy. So he tried to be especially friendly to her. They had a nice conversation until Mazen ended it. John was saying to Mazen's sister, "So, it looks like your brother is going to show you the town." Because John was feeling very friendly to his host and his host's sister, he put one arm around each of them. Mazen suddenly looked very serious. He stood up and took John by the arm and said, "Come over here and try some of our food." John enjoyed himself very much at the party. He couldn't believe how much food Mazen had prepared. As he was leaving, he realized that he had not seen his bottle of wine. He decided that in all the confusion, Mazen had probably forgotten to open it.

Questions:
1. Why didn't Mazen say anything to John about the wine?
2. Why didn't Mazen's sister shake hands with John?
3. Why did John put his arm around Mazen and his sister?
4. Why did Mazen suddenly end John's conversation with his sister?

Figure 9g.

CASE STUDY

Milagros Ruiz

One Friday, Milagros Ruiz, a Cuban-American teenager, came home after school. Her mother met her at the door and gave her daughter a big kiss. Milagros looked uncomfortable. "Oh, Mom, I'm too old for that. My American friends can't believe I still kiss my mother as if I were six years old," said Milagros in English. Her mother looked hurt. In Spanish, she said, "Come in the kitchen and have something to eat. I've just made roast pork." "Thanks, Mom, but I'm on a diet. I don't have time, anyway. I have to go shopping to buy something to wear for the dance at school tonight. I just came home to get my money," answered Milagros in English. "What dance? Did you ask your father's permission to go? I don't think he's free tonight, and you know he won't let you go by yourself," said Mrs. Ruiz. "I can't believe this! We're not living in the year 1800. Times have changed, Mom. Here in the United States, anyway. Nobody's father goes to the dance with them. Don't you trust me?" Mrs. Ruiz said, "It's not that, but you know how your father is. Back in Cuba, a good girl from a good family would never go out alone. Let me see if maybe your brother could go with you instead, O.K?" "Thanks, Mom. I'm going shopping now." "Don't buy anything too short, dear. You know your father won't let you wear it," warned Mrs. Ruiz. Milagros said,"But it's the style! All the kids will laugh at me if I wear something too long. It just isn't fair."

Questions:

1. Why did Milagros speak in English while her mother spoke in Spanish?

2. Why was her mother hurt?

3. What were the conflicts in Milagros' life?

4. Can you guess about the conflicts for her parents?

Adapted from: Face to Face: the Cross-Cultural Workbook. Zanger, Newbury House Publishers, 1985.

SUGGESTIONS FOR IMPROVING INTERCULTURAL COMMUNICATION

Suggestions for Improving Intercultural Communication (Figure 10), acts as a re-enforcement of the material presented earlier in the workshop.

1. DON'T TRY TO CHANGE CULTURAL VALUES.

   Instead of using the employees' "cultural language, help them understand and adapt to the American work style. For instance, explain that showing initiative is considered a sign of dedication and loyalty to authority - it is not a sign of disrespect. Also, it is important to explain to LEP individuals that asking questions is very important in the American business culture. If questions aren't asked, the supervisor and the rest of the work "team" will "lose face."

2. LEARN TO INTERPRET NONVERBAL COMMUNICATION. IT IS NOT ALWAYS UNIVERSAL.

   Refer to the handout "Comparisons in Nonverbal Communication."

3. IN WORK SITUATIONS, GIVE GUIDANCE ON TAKING INITIATIVE.

   Specify which work tasks can be handled independently, and which require further direction. If errors are made (and they must be corrected), be sure the individual's pride is preserved in the process. Help him/her by affirming his/her worth as a valued employee.

4. BE AWARE OF THE COMPLEXITY OF ENGLISH SOUNDS, GRAMMAR, AND MEANING.

   Refer to the handout "Just What Are You Saying?"

5. ALWAYS BE READY TO EXPRESS YOURSELF IN SIMPLE ENGLISH. REPEAT DIFFERENT WAYS WITH DIFFERENT WORDS.

   For example, if the individual doesn't understand the words, "That SOLUTION is too strong," change the sentence to "That CLEANER is too strong."

6. ASK SPECIFIC QUESTIONS USING "QUESTION" WORDS. CONCLUDE WITH "SHOW

ME."

Examples of question word sentences would be , "WHAT do you do next?", "WHERE is the mop?", "WHEN do you mop the floor?", and finally "SHOW ME how you mop the floor." The LEP individual doesn't necessarily have to verbalize the instructions as long as he can perform them.

7. BE CAREFUL WITH IDIOMS UNLESS THEY HAVE BEEN EXPLAINED.

   Refer to the handout "Just What Are You Saying?". Remind workshop participants that if there is an idiom that is part of your everyday vocabulary in the workplace, continue to use it, as long as it's meaning has been explained to the LEP individual.

8. BE GENEROUS WITH PRAISE FOR IMPROVED COMMUNICATION SKILLS (NO MATTER HOW MINUTE).

   For example, a manager might say to one of his employees, "Kim, I understood you a lot better on the phone today. Your English is really improving."

9. EDUCATE YOU ENTIRE WORK GROUP.

   Everyone in a department (including LEP employees) must work together as a team. Co-workers can assist a manager and ESL instructor by providing the LEP individual with support and encouragement.

10. KEEP A SENSE OF HUMOR. (IT'S BETTER TO LAUGH THAN TO CRY.)

    Mention to participants that should an episode of miscommunication arise, it is best to "talk it out" as soon as possible. A healthy "intercultural" attitude help here.

An additional handout, "Tricks of the Trade" (Figure 11), has also been included in this section.

Figure 10.

SUGGESTIONS FOR IMPROVING INTERCULTURAL COMMUNICATION

1. Don't try to change cultural values.

2. Learn to interpret nonverbal communication. Remember, it is not universal.

3. In work situations, give guidance on taking initiative.

4. Be aware of the complexity of English sounds, grammar, and meaning.

5. Always be ready to express yourself in simple English. Repeat different ways with different words.

6. Ask specific questions using "question" words. Conclude with "show me."

7. Be careful with idioms unless they have been explained ("step on it." "I need it yesterday").

8. Be generous with praise for improved communication skills (no matter how minute).

9. Educate your entire work group.

10. Keep a sense of humor. (It's better to laugh than to cry.)

Figure 11.

TRICKS OF THE TRADE

What The Supervisor Can Do

1. BECOME MORE DELIBERATE WITH YOUR LANGUAGE.
   Make sure your employees understand the idioms you use.

2. SPEAK MORE SLOWLY.
   The greatest complaint of Limited English Proficient employees is that their supervisors speak too fast.

3. DEFINE WORDS AND CONCEPTS CAREFULLY.
   Make use of real models, pictures, and sounds.

4. PAIR LEP EMPLOYEES WITH NATIVE SPEAKERS.
   Have them teach each other the skills to be learned.

5. ANTICIPATE QUESTIONS.
   Some adults have trouble asking questions.

6. DON'T ASK, "DO YOU UNDERSTAND?".
   Look at facial expression and general body language.

7. GO TO OTHERS FOR HELP.
   Show your worksheets, forms, etc, to someone else, an ESL trainer if possible. He or she can pick out language that may be difficult and help you simplify it.

Figure 12.

UNDERSTANDING CULTURAL DIFFERENCES

Cultural Points	American	Latin American	Asian
Space (Proxemics)	arm's length	close	close/distant
Touching	acceptable in some situations, unacceptable in other situations (personal/ professional)	may be considered a sign of acceptance	may be considered offensive
Concept of Time	punctual (monochronic) one thing is done at a time	Polychronic, relaxed (more than one thing can be done at one time)	punctual in the U.S. however, relaxed in their country
Smiling	not when being reprimanded	may be used to hide embarrassment, respect or as an interrupter in conversation	may be often used to hide feelings of confusion, sadness, embarrassment
Eye Contact	direct when being reprimanded or in conversation	indirect when being reprimanded. May also be indirect in conversation	indirect as a sign of respect. (Vietnamese)
Noise vs. Silence	silence vs. noise	need noise to feel at ease	silence
Discipline	expected	may resist	expected
Working Habits	independence vs. dependence/self reliance, competitive	dependence vs. independence/ cooperation vs. competitiveness	independence, working hard
Religion/ Politics	religion and politics is private	religion and politics is part of life	religion is crucial "Buddhist"
Teacher's Role	respected	respected	highly respected

Figure 12 (cont).

UNDERSTANDING CULTURAL DIFFERENCES

Cultural Points	American	Latin American	Asian
Learning Style	both styles independent work teacher directed	emphasizes teacher directed activities, small group work	teacher directed
Values	individual freedom, time is money, competition, self discipline	marriage, having a family	religion, marriage, education
Family Names	first and last name (first name) (father's)	use both father and mother's last name: Yvonne Rodriguez de Colon (first name, father's, mother's)	last name is used first (Vietnamese) Nguyen, Dien
Waiting one's turn in line/to speak	not waiting your turn is considered impolite	do not need to wait in line or wait their turn to speak (Polychronic)	waiting your turn is a sign of respect
Relationships	privacy is very important	Friendship is very important. Your neighbor is considered "family". Privacy is not usually respected.	close ties with neighbors and friends
Non Verbal Communication	passive	active wiggling of nose, movement of eyes, lips, hands	passive/active
Polite Requests	is desirable	the word "please" is often omitted in Spanish since the verb and intonation indicate a polite request	is often used
Display of Emotions	passive	very open (minor incident) silent (major incident)	passive (hidden eyes)

UNDERSTANDING CULTURAL DIFFERENCES

"Understanding Cultural Differences" (Figure 12) compares American, Latin American, and Asian cultural viewpoints. It is a good handout to use towards the end of the workshop because it summarizes and reinforces some of the information discussed earlier in the presentation. It can promote additional questions and discussion, as well as act as a "filler" for the final minutes of the presentation. If time is short, participants can given this material as supplemental reading to look at another time.

This handout mentions generalized differences and similarities between cultures. Some participants, particularly non-native speakers of English, are concerned when generalizations are used. A particular custom may differ considerably between regions in just one country. What is done in Bolivia may not be done in Peru. Trainers should preface their discussion of this material by mentioning that generalizations are just that - generalizations. Sometimes they have to be used in order to get some "feel" for ways of a culture or country. There are and will be exceptions, but this is a good way to start learning. If a workshop is targeting a specific country or ethnic population, other, more detailed, country-specific handouts can be used (See Figure 13).

Figure 13. DIFFERENCES IN MANAGEMENT STYLES

ASPECT	MEXICO	U.S.
Work/Leisure	Works to live. Leisure considered essential for full life. Money is for enjoying life.	Lives to work. Leisure seen as reward for hard work. Money often end in itself.
Direction/ Delegation	Traditional managers authoritative. Younger managers starting to delegate responsibility. Subordinates used to being assigned tasks, not authority.	Managers delegate responsibility and authority. Executive seeks responsibility and accepts accountability.
Theory vs. Practice	Basically theoretical mind. Practical implementation often difficult.	Basically realistic mind. Action-oriented problem-solving approach.
Control	Still not fully accepted. Sensitive to being "checked upon."	Universally accepted and practiced.
Staffing	Family and friends favored because of trustworthiness. Promotions based on loyalty to superior.	Relatives usually barred. Favoritism not acceptable. Promotion based on performance.
Competition	Avoids personal competition; favors harmony at work.	Enjoys proving self in in competitive situations.
Time	Relative concept. Deadlines flexible.	Imperative. Deadlines and commitments are firm.
Planning	Mostly short-term because of uncertain environment.	Mostly long-term in stable environment.
Loyalty	Mostly loyal to superior (person rather than organization). Beginnings of self-loyalty.	Mainly self-loyalty. Performance motivated by ambition.

This information was taken from Management in Two Cultures, Eva S. Kras. Intercultural Press, Inc., 1988.

EVALUATION AND FOLLOW-UP

Save the last remaining minutes of the cross-cultural presentation for a brief question and answer period. Participants can be asked to fill out an evaluation (Figures 14 and 15) during this time. We have found it easiest to attach the evaluation to the back of the workshop packet. Participants simply fill it out and detach it. Having the evaluation form as a part of the packet allows the trainers to spend more time answering questions instead of trying to pass out forms. The trainers should allow 15-30 minutes after the conclusion of the CCT for specific questions by participants. Some participants are reticent about discussing questions before a whole group, preferring instead to discuss a matter concern in a more private and personal way.

After the workshop, contact should be made with the business representative for further feedback. It is a good idea to give copies of the completed evaluation forms to the business contact, and to the main office which employs the trainers. (Company XYZ and ABC County Public Schools). This way others get feedback on the workshop.

Figure 14.

CROSS-CULTURAL WORKSHOP EVALUATION

On a scale of 1 to 5, 1 being the lowest, please answer the following:

1. Were you satisfied with this workshop?

   1 2 3 4 5

2. Was the information given valuable?

   1 2 3 4 5

3. Were the presenters knowledgeable about the subject matter?

   1 2 3 4 5

4. Was the workshop presented in a clear and direct manner?

   1 2 3 4 5

5. Would you recommend this workshop to other supervisors/employees?

   1 2 3 4 5

6. Do you have any comments or suggestions?

Figure 15.

PRESENTATION EVALUATION

Directions:

Please circle the number which best expresses your reaction to each of the statements below.

1. The objectives of the presentation were:

clearly defined 5 4 3 2 1 vague

2. The organization of the presentation was:

excellent 5 4 3 2 1 poor

3. The ideas and activities presented were:

informative 5 4 3 2 1 uninformative

4. The intercultural sensitivities presented were:

beneficial 5 4 3 2 1 non-beneficial

5. Overall I considered this workshop:

excellent 5 4 3 2 1 poor

6. COMMENTS:_____

_____

_____

_____

_____

_____

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